



'Educating For Life In All Its Fullness'

Harewood C of E Primary School

PSHE Policy

Date Draft Approved: Spring 2025
Chair of Governors: J. Jayne
Headteacher: A. Ratcliffe
Review Date: Spring 2028

School Ethos and Values

Educating For 'life In All Its Fullness'
(John 10:10)

As a school, we shape what we do, to allow children and adults to develop a strong sense of their Emotional, Spiritual and Cultural self through our Christian values:



We actively work towards our children being prepared for life as active citizens in the communities and world they live in.

Safeguarding

The Governing Body and staff of Harewood C of E Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Equal Opportunities

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils. Our inclusive curriculum will foster good relations between pupils, tackle all types of prejudice, including racism and homophobia, and promote understanding, tolerance and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Consultation process:

This policy was drafted by Dawn Watts (PSHE Lead) and in consultation with Alistair Ratcliffe (Headteacher). Parents/carers have been consulted through an invitation to access to the draft policy on the website and provided with the opportunity to feedback with opinions and ideas on the draft policy. Teaching and non-teaching staff have been consulted through staff meetings and an invitation to look at the draft policy on the website and feedback at staff meetings. Pupils have been consulted through the school council, School Church Ambassadors and Mindmate Ambassadors. The school's annual Pupil Wellbeing Survey and the 'My Health My School' survey will be used to inform this policy and support the relevant aspects of this policy. Governors were consulted through the invitation to look at the draft policy on the website and discuss it in meetings. This policy has been approved and adopted by the head teacher and governing body. The member of staff responsible for overseeing and reviewing this policy is: Dawn Watts. It will be reviewed briefly annually and then in full every three years: The next full review will be in October 2028.

We are committed to the ongoing development of PSHE in our school. We will use the following indicators to monitor and evaluate our progress:

- A coordinated and consistent approach to curriculum delivery has been adopted using the Islington Scheme of Work (You, Me and PSHE) which sets out a curriculum for each key stage to follow and meets the requirements of the 2020 curriculum in full
- The content of the curriculum is flexible and responsive to pupils' differing needs, which are gathered at least annually through the use of pupil perception data such as the school's wellbeing survey and the My Health My School Survey
- Children are receiving an entitlement curriculum for PSHE in line with the DfE national and local guidance
- There are clearly identified learning objectives for all activities and pupils' learning is assessed using both formative and summative approaches
- Opportunities for cross-curricular approaches are being used where appropriate
- The impact of training for staff and governors on practice is evaluated
- Policy and practice are revised regularly and involves staff, governors, parents/carers and, where appropriate, pupils
- A variety of methods are employed to communicate the key points of the policy and curriculum to the community e.g. through the school website

Links to Other Relevant Policies:

This policy supports/complements the following policies:

- Anti-bullying
- Attendance
- Relationships (Behaviour)
- Child Protection/Safeguarding Children
- Equal Opportunities
- Online / Internet Safety
- SEND/Inclusion
- Relationship and Sex Education (RSE)

- Confidentiality
- Equality and Diversity
- Health & Safety
- Acceptable usage policies
- Medical Conditions Policy
- Asthma

Definition of PSHE:

PSHE education helps children and young people to stay safe, healthy and prepared for life's challenges and opportunities.

PSHE education is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps pupils to stay healthy, safe and prepared for life – and work – in modern Britain. When taught well, PSHE also helps pupils to achieve their academic potential.

PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

A growing body of research shows that pupils who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHE education also helps pupils to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers.

(PSHE Association 2021)

➤ Intent:

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and ensures that each of our pupils will know more, remember more, and understand more about how to play a positive and successful role within our society, both as a child and as an adult in the future. It is our aim to prepare our pupils for life beyond school and provide a good understanding of how to keep physically and emotionally safe, including on-line. Our learning and thinking in this subject are linked closely with our Christian Values of Hope, Honesty, Forgiveness, Courage and Community and are aligned with our school ethos of 'Educating for life in all its fullness'.

Our aim is to provide pupils with a knowledge of their world; locally, nationally and globally and give them the confidence to tackle many of the moral, social and cultural issues that are part of growing up within this wider context. We aim to provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and we challenge all our pupils to look for opportunities to share and demonstrate our school values, both within school and the wider community.

Rationale and Ethos

At Harewood C of E we believe that PSHE is a vital part of school life and ultimately our children's future health and wellbeing. Our PSHE programme helps pupils to develop the knowledge, understanding, skills

and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and members of society. It is embedded within the wider learning offered by the school to ensure that pupils experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. PSHE is central to our values and to achieving our school's stated aims.

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

The school aims to develop pupils' understanding of:

- identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these
- relationships, including different types and in different settings
- a healthy lifestyle, including physically, emotionally and socially
- a balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet
- risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
- safety, including behaviour and strategies to employ in different settings
- diversity and equality, in all its forms
- rights, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts
- change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- power in a variety of contexts including persuasion, bullying and negotiation
- career, including enterprise, employability and economic understanding

➤ Implementation

Entitlement and Progression

Our curriculum is designed to directly support the pastoral education of our pupils as well as to support the academic aims of the school. PSHE is taught across school, either timetabled weekly or taught in more discrete blocks and is supported through whole school and class based Collective Worship and our RE delivery. PSHE links are also made across the wider curriculum. History provides opportunities to be made to link knowledge of Britain's past to the diverse and democratic country we live in today through understanding of areas such as immigration, refugees and parliamentary debate. Within Geography, our aim is to ensure our pupils have a wide knowledge of the world and the diverse cultures that exist beyond our school, linking with opportunities to explore topics such as Fairtrade and Water Aid. Our understanding of wider, global responsibilities is enhanced through both Geography and Science, linking to

environmental issues. The importance of on-line safety and responsibility is also taught through our Computing curriculum across the year groups.

In addition to PSHE lessons and collective worships, we support many national events including Anti-bullying Week, NSPCC 'Speak out, stay safe' and Children's Mental Health Week to ensure our pupils have a PSHE education that is bespoke to meet their needs and interests. These needs and interests are identified through our school pupil surveys and 'pupil voice' through the School Council and other active pupil voice groups. These include our Church School Ambassadors and Mind Mate Ambassadors. We also work closely with the NHS MindMate Support Team, who regularly deliver training and workshops to staff and pupils, as well as providing family support.

Our school values provide a culture that supports and enhances the pastoral development of our children. The teaching approaches used throughout school place emphasis on collaboration and cooperation. Partner and group work is a key element of all classrooms and, in our wider school community, sports opportunities, clubs, singing and drama productions enable our pupils to achieve success and thrive together.

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach:

- We must teach relationships education (primary) under the Children and Social Work Act 2017, in line with the terms set out in the statutory guidance 2020.
- We must teach health education under the same statutory guidance.

Our intended learning outcomes:

EYFS (Personal, social and emotional development)

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs e.g. personal hygiene.
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

Relationships Education (by the end of Primary)

Families who care for me

- that families are important for children growing up because they can give love, security and stability.

- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Respectful Relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

On-Line Relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being Safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Physical Health and Mental Wellbeing (by the end of Primary)

Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic First Aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

What we teach

We are required to cover the content for relationships education (RSE) and health education, as set out in the statutory guidance.

Please refer to our Relationships Education (RSE) policy for details of what we teach in this subject. You can find this policy on the school website.

We are committed to ensuring that all the children receive high quality PSHE lessons, including health education, which are planned, sequenced and mapped out following our Two Year rolling programme in KS1 and KS2, in order to maximise coverage and ensure prior learning is retained. We use the Islington Scheme of Work - You, Me and PSHE 2020, MindMate, NSPCC and Pol-Ed resources, along with additional information provided through the School Wellbeing Service. Our Year 5 and 6 children take part in the Arch Bishop of York, Young Leaders scheme as part of the curriculum cycle.

The objectives from the You, Me PSHE Primary scheme of work, along with the MindMate Champions and Pol-Ed lessons have been mapped to the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, using the School's Wellbeing service **Relationships Education and Health Education Mapping and Support tool**. Where requirements are not met, or are partially met, we used this tool to document other relevant PSHE teaching and learning, which is delivered as part of our whole school curriculum.

We are also required to teach what is contained within the National Curriculum for Science:

Key Stage	Content
One	N/A
Two (Upper Key Stage 2 only) Year 6 Programme of study	Animals including humans <ul style="list-style-type: none">• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

The following topics come directly from the Islington scheme of work – You, Me and PSHE:

- Relationship and sex education (RSE)
- Drug, alcohol and tobacco education
- Keeping safe and managing risk
- Mental health and emotional wellbeing
- Physical health and wellbeing
- Careers, financial capability and economic wellbeing
- Identity, society and equality

For details about all aspects of PSHE we teach in each year group/Key Stage, including health education, please see our Long-term curriculum map.

How we teach it

Pupils receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The PSHE programme is delivered through a variety of opportunities including:

- designated PSHE time
- taught weekly or in blocks
- circle time
- use of external agencies/services
- school and Christian ethos
- small group work
- cross curricular links
- RE curriculum
- Collective Worship
- regular visits from Reverend James (including Collective Worship every two weeks)
- enrichment days / weeks
- residential trips

Resources

We use primarily You, Me and PSHE 2020 and the resources recommended within it, alongside those recommended by School Wellbeing. We carefully select other resources, which meet the pupils' needs as well as appropriate objectives. We evaluate all teacher resources, leaflets, online resources and videos before using them.

We use books, both fiction and non-fiction, within our PSHE programme. Teachers read and assess the books before using them to ensure they are appropriate for the planned work. They also consider the needs and circumstances of individual pupils in their class when reading texts in case they need to have a preparatory conversation with a pupil or parents/carers before the teaching takes place.

Our curriculum is enhanced by using resources from MindMate, NSPCC, Pol-Ed and Twinkl.

Working with visitors and other external agencies

Where appropriate, we may use visits and visitors from external agencies or members of the community to support PSHE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme a teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.

Residential trips can make a significant contribution to pupils' personal development. When planning such visits, we use opportunities to promote pupils' learning in relevant areas of the PSHE curriculum. Our partnership with the local community is also a priority, and we recognise and value its contribution to the PSHE programme.

Before involving visitors in any aspect of PSHE, teachers will ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection

- the teacher will be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have

Roles and responsibilities

The governing body:

The governing body will approve the policy and hold the headteacher to account for its implementation.

The named link Governor responsible for PSHE/RSE is Sharon Baker-Sinclair

Staff:

Staff are responsible for:

- ensuring that they are up to date with school policy and curriculum requirements regarding PSHE
- delivering PSHE in a sensitive way, ensuring that their personal beliefs and attitudes will not prevent them from providing balanced PSHE in school
- tailoring their lessons to suit the needs of all pupils in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity and sexual orientations, including SEND
- following the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- monitoring progress

Pupils:

Pupils are responsible for:

- supporting one another with issues that arise through PSHE by, for example, alerting relevant members of staff to any potential worries or issues
- listening in class, being considerate of other people's feelings and beliefs and complying with the ground rules that are set in class
- talking to a member of staff, in confidence, regarding any concerns they have in school related to PSHE or otherwise
- giving feedback on the school's PSHE provision. Their opinions on provision and comments will be reviewed by the lead member/s of staff for RSE and taken into consideration when planning

Parents/carers:

The school recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents/carers when planning and delivering PSHE.

The school will encourage this partnership by:

- keeping parents/carers informed about all aspects of the PSHE curriculum, including when it is going to be delivered –see the website for the PSHE curriculum overview
- gathering parent /carers' views on the policy and take these into account when it is being reviewed
- providing access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school through the website, discussion with staff and parent workshops.
- expecting parents/carers to share the responsibility of PSHE and support their children
- encouraging parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through PSHE
- providing support and encourage parents/carers to seek additional support in this from the school where they feel it is needed

Staffing / Staff Development

In order to achieve our intentions of all pupils receiving high quality PSHE lessons, the school, through the PSHE subject leader, supports staff to gain confidence and competence in teaching high quality PSHE. This ensures that the ambitious curriculum, which is planned and sequenced, is well resourced in terms of staff competence, subject knowledge and pedagogy.

The CPD needs of staff, including non-teaching staff, are identified and met through the following ways:

- an audit of staff CPD needs will be completed each year or at appropriate times throughout the year
- training and support are organised by Dawn Watts (PSHE Co-ordinator) who will liaise with Alistair Ratcliffe (Headteacher)
- all members of the teaching and non-teaching staff will be offered PSHE training which includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions.
- teaching and non-teaching staff involved in the delivery of PSHE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions
- the Health and Wellbeing Service will support in meeting staff CPD needs through training and providing advice on resources available.

Protected Characteristics

All children and young people, whatever their experience, background or identity are entitled to good quality PSHE that helps them build a positive sense of self. Respect for themselves and each other is central to all teaching. We have a clear duty under the Equality Act 2010 to ensure that our PSHE teaching is accessible to all pupils and we do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

PSHE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationships. Teachers of PSHE agree to work within the school's framework for PSHE as described in this policy. Teacher's personal beliefs, values and attitudes will not affect their teaching of PSHE.

We will ensure:

- approaches to teaching and learning consider all needs of the pupils to ensure all can access the full PSHE provision
- staff approach PSHE sensitively, as pupils are all different, with different types of family
- staff encourage pupils to explore topics from different gender viewpoints and never assume that intimate relationships are between opposite sexes
- PSHE caters for all pupils and teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves
- links between PSHE and the school's inclusion policy are made

Establishing a safe and supportive environment

If pupils are to benefit fully from a PSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. A set ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Teachers establish a safe and supportive environment by:

- Boundaries for discussion and confidentiality are discussed before the lessons begin.
- Each class/group establishes its own ground rules, explaining how they would like everyone to behave in order to learn.
- Distancing techniques (e.g. role play, third person case studies and an anonymous question box) are used when teaching sensitive issues.

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of PSHE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole class setting, and what will be dealt with on an individual basis.

Our ground rules are decided with the children at the beginning of the school year and referred to each lesson. Therefore, they will differ slightly from class to class depending on the children's age and current cohort. Ground rules will be worded in an appropriate way for the age and understanding of the children and will include shared agreements with clear rights and responsibilities. They will be informed by the recommended good practise, as outlined in *You, Me, PSHE*, for example:

- We join in and ask questions when we want to – we can pass if we want to and we will signal if we have something to say
- We make sure that everybody feels listened to
- We make sure everybody feels okay – we don't put people down or make them feel judged
- We use correct vocabulary when possible, so we do not cause offence and can ask the teacher about vocabulary we are unsure about
- We do not name names and treat discussions with confidentiality
- We may sit out and watch before deciding to join in with a game or activity, particularly if it involves touch
- We know we can ask for further help or advice if we want to

We will use and develop these ground rules through:

- Circle time
- Paired work
- Small group work
- Whole class work

The needs of pupils

We recognise that an interactive approach to PSHE will better develop the skills of our pupils, and also that, it is more likely to meet their needs. We involve pupils in the evaluation and development of their PSHE in ways appropriate to their age.

We will involve pupils through:

- discussions with small groups of pupils
- questionnaires/surveys
- draw and write activities
- the use of anonymous question boxes
- self-assessment activities
- pupil focus groups
- older pupils review the PSHE programme for younger pupils
- pre and post assessment activities for PSHE
- School Council
- Church School Ambassadors
- Mind Mate Ambassadors
- full class consultation activities which ensure all pupils have a voice in the process

Inclusion and equal opportunities

All pupils, whatever their experience, background and identity, are entitled to quality PSHE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning consider the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

Responding to pupils' diverse learning needs:

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English

Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Special educational needs and learning difficulties:

We ensure that all pupils receive PSHE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some pupils will be more vulnerable to abuse and

exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Sexual identity and sexual orientation:

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Pupils who are new to English

The school should consider the language skills of individual pupils, ensuring that all pupils have equal access to the PSHE provision and resources.

Confidentiality in the context of PSHE lessons

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass the information on to the school's Designated Safeguarding Lead, Alistair Ratcliffe, if what is disclosed indicates that a pupil is at risk of harm. Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information must be passed on. Staff will use 'distancing techniques' to enable pupils to explore issues without talking about personal experiences, for example, puppets, invented characters, using case studies and scenarios.

In one-to-one situations, a member of staff will remind the pupil that they may not be able to keep some information confidential (e.g. if they think that the pupil is at risk of harm or abuse).

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information that they feel needs responding to via the member of staff present.

We provide information to pupils about support services and useful websites on our school website for the wider community to access. (www.harewood.leeds.sch.uk/positive-mental-health/)

Safeguarding

Our Designated Safeguarding Lead plays a central role in monitoring this by liaising with staff and the PSHE co-ordinator. PSHE plays a very important part in fulfilling the statutory duties all schools have to meet and the PHSE policy is closely aligned to the school's safeguarding policy. PSHE helps pupils to know and understand how to keep themselves and others safe, make informed decisions and manage risk and equips them with the knowledge and skills to get help if they need it. When teaching any sensitive issue, pupils may give cause for concern, which will require staff to follow the school's safeguarding arrangements.

➤ Impact

The impact that we aim to have through teaching PSHE at Harewood C of E Primary School is to create a more thoughtful, spiritual, cooperative, compassionate generation of citizens who are skilful at resolving social, environmental, economic and political world problems. We aim to develop the whole child so they can be enterprising, resilient, creative problem solvers who can make a positive contribution to society.

‘Educating For Life In All Its Fullness’ (John 10:10)

Assessment and Recording

Lessons are planned, starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have.

Teachers do this by using

- Mind-maps and discussions
- Draw and write activities to find out what pupils already know
- Pre and post topic assessments of knowledge and vocabulary
- Role play, scenarios, puppets and social stories.

Assessment is the process where each pupil’s learning and achievement are measured against the lesson objectives. We assess pupils’ learning in PSHE in line with approaches used in the rest of the school curriculum. We report to parents/carers at the end of the school year on pupils’ learning and progress within PSHE.

Assessment methods:

- Most assessments will come from the recommended resources used in The Islington Scheme of Work
- baseline or pre-assessment
- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the PSHE programme to inform planning
- summative assessment takes place at the end of each unit
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- pupil progress and achievement are reported to parents/carers in the end of year report
- pupil achievement in PSHE is celebrated and shared

Assessments are used by class teachers to inform curriculum planning and ensure progression steps in learning are being met. Flexibility to readdress any misconceptions or issues to meet the needs of the group or individuals is a powerful tool to ensuring all children have the opportunity to develop and thrive. Assessments are monitored by the curriculum lead.

Monitoring

The priorities set out in the PSHE plan are monitored and reported upon to ensure impact is maximised. The PSHE Subject Leader works collaboratively with the named Link Governor and Head Teacher to scrutinise pupil health and wellbeing data to assess the impact of PSHE and identify emerging priorities.

The delivery of PSHE is monitored through:

- Pupil attendance during PSHE lessons to be monitored – e.g. if child has been away from school for a prolonged amount of time and no interventions to be carried out during this time on a regular basis.
- effective PSHE leadership through lesson observations and peer support, as required
- a system for regular review of the PSHE policy and programme
- pupil and staff interviews/questionnaires
- pupil/staff/parent surveys
- scrutinising/discussing/sharing of staff planning
- discussion with staff
- samples of pupils' work

Evaluation activities:

- teacher and pupil evaluation of lessons, units and the overall PSHE programme
- teacher and pupil evaluation of resources
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by pupils
- scrutiny of assessment records
- sampling pupils' work

Where possible practice is shared, disseminated and developed.